A Comparative Analysis
Northeast High School and Central Park East Secondary School

EDU 5419 Advanced Study of Organizational Theory
Professor Frank Smith

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Chapter I: Statement of the Problem

The purpose of the study is to view two different school designs presented in films by Frederic Wiseman through one of the four frameworks designated by Bolman and Deal as: Structural Frame, Human Resources Frame, Political Frame and Cultural/Symbolic Frame. This research will examine how using the Cultural/Symbolic Frame can help in understanding school design. Using the Cultural/Symbolic approach to understanding the organizations of North East High School in 1968, and Central Park East Secondary School in 1994 will enable the researcher to compare the basic beliefs and practices of the distinct school designs. While the administrators and faculty of both schools in question may view the purpose of their organization as educating students, the Cultural Symbolic Framework suggests the leadership and management of both systems create a culture that either helps or hinders student learning.

The frameworks defined in Reframing Organizations, by Lee G. Bolman and Terrence E. Deal, along with the supporting text Classics of Organization Theory, by Jay M. Shafritz, J. Steven Ott, and Yong Suk Jang, suggest the problems and solutions of an organization exist as part of particular culture that is more influential than the novice observer would appreciate. The Cultural/Symbolic Framework allows the researcher to recognize and appreciate culture as the underlying variable in both organizations. Articles such as "Anatomy of School System Improvement: Performance- Driven Practices in Urban School Districts" by Lisa Petrides, and "Decoding the DNA of the

Toyota Production System" by Steven Spear and H. Kent Bowen, reveal the nature of cultures in modern businesses; concepts such the Rigidity Culture (Spear/Bowden), the Compliance Based Culture and the Performance Based Culture (Petrides) provide the researcher with specific design types useful to the Cultural/Symbolic Framework.

This research is necessary to help address low student performance when compared with international standards. In general, the low US mean score is created by our having too many low performing students. This distribution of scores is largely the result of our traditional high school design that was created to sort youngsters into programs aligned with their "probable destinies," as determined by measures of innate intelligence and interest inventories.

These basic beliefs in stable student differences led to differentiated programs that provide different access to academic content; thus, after being sorted into tracks, only the elite, college-bound students had access to meaningful content. Other students were limited to general content and were to learn skills useful in the job market. Teacher training, curriculum revision, instructional improvement and other changes in practices within the existing model of schooling may be marginally helpful in raising student performance. Without changes in the underlying beliefs about differential student capacities that sustain the current design of schooling, there is not likely to be significant improvement in student performance. A more fundamental shift in the paradigm regarding differential capacities and interests is necessary to avoid sorting into lower-content programs with their limited access to academic knowledge.

A comparison of basic beliefs and practices of school designs will help the researcher determine the likelihood that all students will perform at the highest level.

The study sets out to answer the following questions:

1. Does this frame provide useful distinctions in school design?

2. How powerful is this frame for gaining an understanding of school design?

3. What design would help the schools bridge the performance gap among students?

Chapter II: Literature Review

The foundation of the research is the Bolman and Deal model of four frameworks for leadership (1997). The concept behind using this approach to leadership is simply that it is useful to view leadership from the point of view of four different all-encompassing frameworks. Circumstances are what help to determine which approach is appropriate. Bolman and Deal suggest that effective leaders may use a number of the approaches simultaneously. The four frames are: 1. the structural framework, 2. the human resource framework, 3. the political framework, 4. the cultural/symbolic framework. Each is illustrated by the characteristics outlined in the chart (*figure 1*) located at the end of the chapter. For the purposes of this study it is important to also provide a detailed definition of each of these frames:

THE STRUCTURAL FRAME

The structural frame is considered the classical or more traditional approach with which to manage and design organizations. "Specialized tasks, sequential work, close supervision, and top-down directives cluster in a widely accepted image of organizational structure (Bolman/Deal 1997)." Structure provides a "blueprint" approach. The leader of this organization tries to design and implement a process or structure appropriate to the problem and circumstances at hand. Goals include:
- To clarify organizational goals
- Manage the external environment
- Develop a clear structure appropriate to task, and environment
- Clarify lines of authority
- Focus on task, facts, logic, not personality and emotions

This approach is thought to be most useful when goals and information are clear, when cause-effect relations are well understood, when technologies are strong and there is little conflict, low ambiguity, low uncertainty, and a stable legitimate authority. (Bolman/Deal 1997).

THE HUMAN RESOURCE FRAME

"The human resources frame regards people's skills, attitudes, energy, and commitment as vital resources capable of either making or breaking an enterprise. (Bolman/Deal 1997)." This approach purports that organizations may be highly productive, creative and energizing places. The leader who operates from this perspective views people as the heart of the organization, and makes a commitment to be responsive to the needs of its individuals. In this way, commitment and loyalty are in turn garnered. The emphasis is on both support and empowerment. The leader of a human resources-style organization listens well and communicates with warmth and openness. Problems are confronted and this may take place where appropriate, but these are approached in a supportive manner. The human resource approach is considered particularly useful to apply when morale is low or declining. (Bolman/Deal 1997).
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THE POLITICAL FRAME

"The political frame views organizations as alive and screaming political arenas that host a complex web of individual and group interests (Bolman/Deal 1997)." The "political" leader understands the political reality of organizations and can deal with it. He or she understands how important interests groups are, each with a separate agenda. This leader understands how to cope with conflict and limited resources. Conflict is managed as this leader builds a power base and uses it carefully. This leader deals in compromises. He/she is able to help groups see commonalities and gets them to work together toward achieving goals. (Bolman/Deal 1997).

THE CULTURAL/SYMBOLIC FRAME

"The cultural/symbolic frame seeks to interpret and illuminate basic issues of meaning and belief that make symbols so powerful. It depicts a world far different from traditional canons of rationality, certainty, and linearity (Bolman/Deal 1997)." Here, vision, myths, rituals, ceremonies, and stories that help people to find meaning, purpose and passion are key. This approach is organic in nature. It is fluid, continually renewed and re-created as the organization evolves. The leader of the cultural/symbolic organization relies on building a base of common beliefs and values, and in this way meaning is ultimately created. (Bolman/Deal 1997).

As noted in chapter I, for this study, the cultural/symbolic frame will be used as a

lens through which to view the cultures at Northeast High School (NE) (1968) and

Central Park East Secondary School (CPESS) (1994) as portrayed in Wiseman's films

respectively. It is important to note that these cultures may or may not match the questions of the cultural/symbolic lens. This study will look to Bolman and Deals' cultural/symbolic framework and decide whether or not it helps us to look at public discourse in these organizations. As detailed in *figure 1*, in the cultural/symbolic framework the leader and/or organization views vision and inspiration as critical; people need something to believe in. People will give loyalty to an organization that has a unique identity and makes them feel that what they do is really important. Also noted is that symbolism is important, as is ceremony and ritual to communicate a sense of organizational mission. These organizations tend to be led by very visible and energetic people who manage by moving or walking around. Often these leaders rely heavily on organizational traditions and values as a base for building a common vision and culture that provides cohesiveness and meaning (Bolman/Deal, 1983).

In applying the cultural/symbolic frame, it is also useful and important to examine related assumptions, questions, and metaphors as related to each of Bolman and Deal's frames. This is best illustrated in chart form; see *figures 2, 3, 4 and 5*. In doing so, we can evaluate whether or not the cultural/symbolic frame has in fact been useful for looking at the two subject organizations, NE and CPESS. If the frame of choice is not a good fit, we will have the opportunity to revisit the research in later chapters and make decisions about what frame or frames might better work.

More recently, since the time of Bolman and Deal's initial research, a performance-driven model has been deemed important as well. Two examples of this may be seen in The Toyota model as outlined in Spear and Bowen's work *Decoding the DNA of the Toyota Production System* and Lisa Petrides work regarding New Schools

entitled *Anatomy of School System Improvement: Performance-Driven Practices in Urban School Districts.* These two models illustrate compliance and performance-driven representations, which provide key insight into thoroughly understanding organizational structures. The following summaries outline these two systems of approach:

Decoding the DNA of the Toyota production system
By Steven Spear and H. Kent Bowen

Many fields have tried to adopt Toyota's system including the areas of aerospace, consumer products, metals processing and industrial products. As a result, I feel that this system could be used in any arena including that of education. Countless companies from all over the world have come to visit and research Toyota's manufacturing system extensively, however, very few have been able to incorporate this style successfully in their own companies. Cultural roots had been the first response to reasons why the system did not work for their companies.   This was NOT the case either. Other Asian cultures such as Honda and Nissan were amongst the companies trying to improve under Toyota's system and failed as well.

The confusion lies within the observer's perspective. The tools and practices was not where their focus should have been. The system itself is where the answer lies. Toyota's system is paradoxical in that it has "rigidly scripted" activities and at the same time "the operations allow enormous flexibility and adaptability. Their system continually is being challenged and "pushed to a higher level of performance." This has allowed Toyota to become a company that is successful and one that continually improves.

"To understand Toyota's success, you have to unravel the paradox – you have to see that the rigid specification is the very thing that makes the flexibility and creativity possible." The Toyota system created what they called "a community of scientists. Whenever Toyota defines a specification, it is establishing sets of hypotheses that can then be tested." In essence, every process and every change to that process is tested. Toyota is using what is called the "scientific method". It is a method that was not chosen consciously and has never been written down. Toyota's workers very often have a hard time describing it even though they intellectually realize it. The article described "four principles and three rules of design" and "one rule of improvement". Workers at every level incorporate the scientific method.

The rules are taught to every one in the Toyota organization at every level. The rules guide the design, operation, and improvement of every activity, connection, and pathway for every product and service. "All the rules require that activities, connections, and flow paths have built-in tests to signal problems automatically. It is the continual response to problems that makes this seemingly rigid system so flexible and adaptable to changing circumstances. The rules create a "community of scientists performing continual experiments".   The four rules simplified are:

Rule 1 - Work is highly specified
Rule 2 - Every customer-supplier connection must be direct.
Rule 3 - Pathways must be simply and direct
Rule 4 - any improvements must be made in the scientific method

The workers learn the rules in a method very similar to the Socratic Method. They use a teaching and learning approach that allows their workers to discover the rules as a consequence of problem solving. Hypotheses are continually being tested. The way changes are made was as important as what changes were being made. Improvements are made in accordance with the scientific method under the guidance of a teacher who is at the lowest level organizationally. These authors stress that the answer is in the rules. They believe that the Toyota system allows the workers to improve their own work, make the right connections by using the same individuals and that the rules create an organizational modular structure were predictions are never questionable.

Anatomy of School System Improvement: Performance-Driven Practices in Urban Schools Forward by: NewSchools Venture Fund

This article about the fact that many organizations including those in the public, private and non-profit sectors discovering the importance of becoming what they call a "learning organization". This is defined by Harvard Business School professor David Garvin as "skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights." The "curious student" was used as a metaphor in describing the characteristics of this type organization. The curious student was described as one that continually asks "why" and "when did that happen?" The questioning of the results being observed constantly occurs. Regular testing of "basic assumptions and they "experiment with new ways of doing things – learning form their successes and failures so they can do better next time."

The authors pointed out that most public schools "which are built for the express purpose of promoting learning among students – are not yet learning organizations." The NewSchools Venture Fund believes that schools need to become this type of organization to "attain and sustain better educational outcomes for all students." This report was an effort to define how 28 medium and large urban schools were incorporating this into their school systems and the types of barriers they faced identified that they believe educators and schools systems must overcome in order to create true performance-driven organizations.

They described school systems as being in the middle of a cultural shift from a "compliance organization that measures inputs" to an organization that is performance driven which measures results. A compliance organization is one that "monitors inputs; dollars spent, days of instruction, hours of teacher training, minutes of classroom time per subject, and numbers of students per teacher." This approach has not produced the outcomes for students that are desirable. The student body is also becoming more and more diverse.

A better result for *all* students is the directive. The standards movement has raised the bar in the area of educational outcomes. There are clear state-level norms for each

grade level as well as exit outcomes for graduation. Accountability as well as interventions and sanctions for those schools that fail to demonstrate proficiency or close achievement gaps are reported and published.

NewSchools defined the attributes of a performance-driven school system. They utilized the expertise of educators, foundation leaders and policy makers. "NewSchools believes that a performance-driven school system looks very much like other high-performing learning organizations in which all the members, at all levels or the organization clearly understand the organization's performance goals and collectively support the common purpose achieving those goals." They believe that people at all levels of a performance-driven school engage in the following four types of practices:

1. Setting clear, rigorous and measurable student achievement goals.
2. Regular efforts to gather and assess information, especially information related to student achievement.
3. Analysis of ongoing performance, resulting in action plans designed to improve those results.
4. An ongoing feedback loop to evaluate programs and processes, with changes made as necessary.

The NewSchool's belief is that all schools will able to make the crucial transition from a culture of compliance to one built around performance.

Their study found six factors that all school districts pursuing the adoption of a performance-driven organization (quoted directly from the article):

1. Becoming a performance-driven organization has as much to do with managing people and processes-shaping the culture and practices of the organization-as it does with the particular goals, policies, and systems that the organizations or has in place.
2. Adopting performance-driven practices is a district wide effort, across functions and hierarchies.
3. Professional development is a crucial tool in the adoption of performance-driven practices, because it is the primary means that organizational leaders have to engage people in change.
4. In adopting performance-driven practices, there appears be a dynamic balance between district oversight and direction, and sit-based leadership.
5. External factors-such as No Child Left Behind and state assessments-have had a role in encouraging many districts to focus more on student achievement outcomes, and in motivating them to reflect on their own practices to improve performance.
6. Districts face significant hurdles in adopting performance-driven practices. This would include the discontinuity of leadership. Fragmentation and loack of coordination among functions and departments. Lack of technology structure. Sharing of ideas is not commonplace. Fiscal constraints.

Finally, the chapter will end by providing a rationale for selection of the cultural/symbolic frame and key questions important to the analysis. Also provided will be a visual representation (figure 6) that will illustrate the framework by which the data will be analyzed.

Figure 1

Process	Structural Frame	Human Resources Frame	Political Frame	Cultural/Symbolic Frame
Strategic Planning	Creating Strategies to set objectives and coordinate resources	Gatherings to promote participation	Arena to air conflict and realign power	Ritual to signal responsibility, produce symbols, negotiate meanings
Decision Making	Rational sequence to produce right decisions	Open process to produce commitment	Opportunity to gain or exercise power	Ritual to confirm values, and create opportunities for bonding
Reorganization	Realign roles and responsibilities to fit tasks and environment	Maintain a balance between human needs and formal roles	Redistribute power and form new coalitions	Maintain an image of accountability and responsiveness; negotiate new social order
Evaluating	Way to distribute reward or penalties and control performance	Process for helping individuals grow and improve	Opportunity to exercise power	Occasion to play roles in shared drama
Approaching Conflict	Maintain organizational goals by having authorities resolve conflict	Develop relationships by having individuals confront conflict	Develop power by bargaining, forcing or manipulating others to win	Develop shared values and use conflict to negotiate meaning
Goal Setting	Keep organization headed in the right direction	Keep people involved and communication open	Provide opportunity for individuals and groups	Develop symbols and shared values

			to make interests known	
Communication	Transmit facts and information	Exchange information, needs and feelings	Influence or manipulate others; strategic	Tell stories
Meetings	Formal occasions for making decisions	Informal occasions for involvement, sharing, feelings	Competitive occasions to win points	Sacred occasions to celebrate and transform the culture
Motivation	Economic incentives	Growth and self-actualization	Coercion, manipulation and seduction	Symbols and celebrations

Source: Bolman and Deal, <u>Reframing Organizations: Artistry, Choice and Leadership,</u> 3rd Edition,
pp. 306-07

Figure 2

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Structural Frame

Key Writers

"Classical Theory"
Taylor (1916), Fayol (1916) & Weber (1922)
General Characteristics: Organizations work best when rationalists prevail over personal preference.

Central Concepts: Rules, roles, goals, policies, technology and environment. Minimize problems and maximize performance. Soldiering.

Basic Leadership Challenges: attitude, structure to task, environment.

Characteristics of Leader: clarify goals, attend to relationships between structure and environment. Develop a structure that is clear to everyone and appropriate to what needs to be done. Focus on tasks, facts and logic.

"Modern Structural Theory"
Blau and Scott (1962), Perrow (1986), Thompson (1967) and Hall (1963)

General Characteristics: The modern structural organization-second half of the twentieth century. Organizational efficiency is the essence of organizational rationality. The structure of the organization is most important. Impersonal-efficient, The production of wealth in terms of real goods and services.

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Central Concepts: Hierarchy, authority, organizational chart is ever present in the tool of structural organizational leadership. Bureaucratic. Differentiated tasks- vertical. among the elements of structure looked closely at why organizations change over time. What effect does the structure have on morale and effectiveness? Structure is the most important issue (What should it look like, how should it work, how will it deal with questions of specialization, departmentalization, span of control and control of specific units?)

Basic Leadership Challenges: attitude, structure to task, environment.

Characteristics of Leader: clarify goals, attend to relationships between structure and environment. Develop a structure that is clear to everyone and appropriate to what needs to be done. Focus on tasks, facts and logic.

NEOCLASSICAL/TRANSITIONAL ORGANIZATIONAL THEORY (1938)

CHESTER BARNARD: FUNCTIONS OF THE EXECUTIVE (THE ECONOMY OF INCENTIVE)/ HERBERT A. SIMON: ADMINISTRATIVE BEHAVIOR

GENERAL CHARACTERISTICS:
Neoclassical theorists believe organizations should be based on universally applicable scientific principals. Modified classical theory based on research findings in the behavioral sciences.

CENTRAL CONCEPTS:
Organizations must consider environmental factors; they are not "self-contained islands" Concept of "persuasion" Individuals must be induced to cooperate through use of objective positive incentives and reduction of negative ones. Manager must "change the state of mind, or attitudes" so that pos. incentives can be effective.

Concept of "cooptation": "The process of an organization bringing in and submitting new elements into policy-making process in order to prevent such elements from becoming a threat to the organization or its mission" (Snelznick, 1946)

BASIC LEADERSHIP QUALITIES:
Responsibilities of executive are (1) create sense of moral purpose (2) Establish systems of formal & informal communication (3) ensure willingness of people to cooperate

Organizational Economics Theory

Asks the following questions:

Why do organizations exist?
What determines the scope, and structure of the firm?
Why are some workers paid hourly rates while others receive salaries?
What factors determine organizational survival and growth?

The essence of organizational economics and its core theory components: transaction cost theory, agency theory, and the theory of property rights. The core element of organizational economics talks about the cost of maintaining the manager / employee (agent) relationship, how to minimize costs and the effects of transaction costs on management decisions. This chapter talks mainly about why a "firm" should exist in terms of market and price systems. It does talk about creating a hierarchical organization because it is most profitable.
Sub-articles in this chapter addressed the following:

The production of goods and services internally versus externally.
Arguments are about production workers.
How workers acquire job specific skills and related task specific knowledge.
Property rights.
Finance to develop a theory of ownership structure for firm.
People are self-interested and opportunistic (Paul H. Rubin)

Structural Frame
The structural perspective champions a pattern of well-thought-out roles and

relationships. Properly designed, these formal arrangements can accommodate both

collective goals and individual differences.

Assumptions

Bolman has six assumptions that undergird the structural frame:
- Organizations exist to achieve established goals and objectives.
- Organizations work best when rationality prevails over personal preferences and external pressures.
- Structures must be designed to fit an organization's circumstances (including its goals, technology, and environment).
- Organizations increase efficiency and enhance performance through specialization and division of labor.
- Appropriate forms of coordination and control are essential to ensuring that individuals and units work together in the service of organizational goals.

- Problems and performance gaps arise from structural deficiencies and can be remedied through restructuring.

Key Questions:

How explicit and clear are the lines of authority and the differentiations between officials and others? How are these directions explained?

How do teachers describe their relationship to the principal? To one another? What forms of organization do they refer to while talking about how teachers work with one another?

How many levels of workers are noted and how do they relate to one another?

How do teachers talk about their responsibilities? In narrow or expansive terms? What metaphors do they use in these talks?

How are differences between specialists and regular teachers discussed and what do these differences mean in the life of the school? How are their relations structured?

What is the nature of the teacher handbook and how often is it referred to in the life of the school?

What reference is made to a model of schooling and how are roles and responsibilities defined in these references?

Synopsis of Concerns
Hierarchal structure in place. It is anti-democratic, anti-cooperative.

Purpose of the organization is to be efficient, increase profit.

Managers are mentally engaged, workers are physically engaged and the two lines never cross.

External factors are only considered in relation to productivity not individual need.

Decisions are not made by the people closest to the work.

Metaphors
Well-oiled machine or factory of assembly line

If the pieces are put in place then the system will run well and work.

Work is physical in nature.

 Efficiency is created in order to generate profits.

Workers are only seen as instruments to increase efficiency. There is no regard for them

as individuals (human beings)

Glossary
Authority- The right to give orders and the power to exact obedience.

Division of Labor- Each person has a specialized job. Choice is not an option.
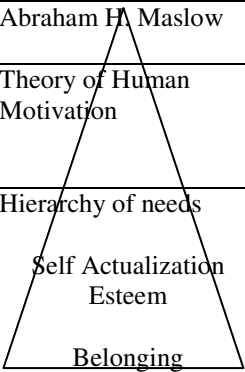
Organization- A social unit with some particular purposes.

Soldiering- Variations in individual work production.

Theory- A proposition or set of propositions that seeks to explain or predict something.

Unity of Direction- One head and one plan for the group. All have the same objectives.

Figure 3 **The Human Resource Frame**

	Fritz J. Roethlisberger	Mary Parker Follet	Abraham H Maslow	Douglas Murray McGregor	Irving L. Janis
	Hawthorne Experiments The Elusive Phenomena	The Giving of Orders Law of the Situation	Theory of Human Motivation	The Human Side of Enterprise	Groupthink: The Desperate Drive for Consensus at Any Cost
Key Concepts	Look at the power the social setting and peer group dynamics has on productivity Behavior is not merely physiological but also psychological The Hawthorne studies showed that complex, interacting variables make the difference in motivating people—things like attention paid to workers as individuals, worker's control over their own work, differences between individuals' needs, management's willingness to listen, group norms and direct feedback. The worker is a person whose attitudes and effectiveness are conditioned by social demands from both inside and outside the work plant.	Law of the Situation: Study the situation and depersonalize orders. The situation will determine the action/order to be followed. An order should seek to unite, to integrate, dissociated paths – a matter of circular behavior—change the habit patterns of people to build up certain attitudes, provide for the release of these attitudes, and augment the released response as it is being carried out. The responsibility factor: the study of the situation done together integrates the worker with the supervisor and the responsibility to the "order" is shared.	Hierarchy of needs Self Actualization Esteem Belonging Safety Physiological Man is a perpetually wanting animal Man needs to satisfy basic needs before he can move up in the Hierarchy The Individual can transpose needs from a higher order through personal perception Preconditions for meeting the basics needs must be defended because without them basic satisfactions are	The focus is on contrasting conventional, scientific management, (Theory X) with a new theory of management (Theory Y) or what Drucker refers to as management by objective. *Theory X* – external control where management is responsible for the organizing and directing the efforts of people; some additional beliefs are that people lack ambition and motivation and resistant to change. *Theory Y* – internal control; where management is responsible for organizing a productive enterprise where people are inherently motivated and organizational conditions are arranged so people can achieve their own goals (Drucker refers to this as "management by objective")	The advantages of having decisions made by groups are often lost because of powerful psychological pressures that arise when members work closely together and share the same set of values. Main "Symptoms" of Groupthink: Invulnerability – Most or all of the members of the in-group share an illusion of invulnerability that provides for them some degree of reassurance

	Social dynamics- The organization influences human behavior just as human behavior shapes the organization Researcher corrupting the experiment by their presence		quite impossible, or at the least, very severely endangered. Such conditions as: freedom of speech, orderliness in the group, freedom to defend oneself, justice, fairness, and honesty.	*Carrot and stick approach* – a system of meeting man's physiological and safety needs that is controlled (provided and withheld) by management. Theory Y creates opportunities, releases potential, removes obstacles, encourages growth, and provides guidance. Conventional organizational theory and scientific management has tied men to limited jobs which do not utilize their capabilities, discourage responsibility, encourage passivity, and eliminate meaning of work. Theory Y relies heavily on self-control and self-direction. Only management that has confidence in human capacities can grasp the implications of Theory Y	about obvious dangers and leads them to become over-optimistic and willing to take extraordinary risks. It also causes them to fail to respond to clear warnings of danger. Laughing together about a danger signal, which labels it as a purely laughing matter, is a characteristic manifestation of groupthink. Rationale – Victims of groupthink ignore warnings; they also collectively construct rationalizations in order to discount warnings and other forms of negative feedback.

					Morality – Victims of groupthink believe unquestionably in the inherent morality of their in-group.
					Stereotypes - Victims of groupthink hold stereotyped views of the leaders of enemy groups.
					Pressure - Victims of groupthink apply group pressure to any individual who momentarily expresses doubt about any of the groups shared illusions.
					Self-Censorship - Victims of groupthink avoid deviating from what appears to be group consensus, they keep silent about their misgivings and minimize their doubts.

				Unanimity - Victims of groupthink share an illusion of unanimity with the group concerning all judgments expressed by members who speak in favor of the majority view. Mindguards - Victims of groupthink sometimes appoint themselves as mindguards to protect the leader.

Assumptions	Organizations exist to serve human needs rather than the reverse. People and organizations need each other: Organizations need ideas, energy, talent; people need careers, salaries, and opportunities. When the fit between the individual and system is poor, one or both suffer: individuals will be exploited or will exploit the organization-or both will become victims. A good fit benefits both: individuals find meaningful and satisfying work, and organizations get the talent and energy they need to succeed.				
Key Questions	How are workers in the school described? What characteristics are noted? How is expertise defined? What attention is paid to growth and development of current workers? What is the fit between the jobs people are assigned to do and their personal interests? What unique talents are nurtured and/or displayed? How are innovative ideas generated? What happens to novel ideas? How much do workers in the school celebrate their engagement in life of the school? How is this accomplished? How extensive are social networks within the school? What range of interests is expressed in the existing networks? What interests are ignored? What physical evidence is there of diversity of interests and backgrounds? What is the level of anxiety, frustration, and angst? What explanation is offered? How do people talk about their longevity and careers at the school? Do the workers have the freedom to direct their own activities and assume responsibility? Is there evidence that environmental factors impact the ability of the workers to complete the task? --				
Metaphors	Human relations movement Somebody upstairs cares	Examining results to inform instruction. Whole school communities involved in peer review processes.		Conventional and industrial organizations do not	

				allow for the ego need (the greatest need) to be met by people lower in the hierarchy.	
Glossary	Hawthorne Effect- The effect (usually positive or beneficial) of being under study, upon the persons being studied; their knowledge of the study often influences their behavior	Law of the Situation Integration Responsibility		*decentralization and delegation* (degree of freedom in self-direction and assumption of responsibility) *job enlargement* (acceptance of responsibility at the bottom of the organization), *participative and consultative management* (voice in decisions), and *performance appraisal* (setting "targets" or objectives and self-evaluation of performance)	"Groupthink" – collective decision making that leads to fiascoes when persons become involved in "concurrence-seeking". "Group" – social conformity, shared illusions, friendship cliques within a group of people "Kill" – Soft-headed groups are often hard-hearted when it comes to dealing with out-group or enemies. "Norms" – the

					more cohesive a group becomes, the less the members will feel constrained to censor what they say out of fear of being socially punished for antagonizing the leader or any fellow group members.

Figure 4: The Political Frame

The Political Frame

<u>Primary Voices</u>:
Robert Michels "Democracy and The Iron law of Oligarchy"
Michels discusses the struggle between powers. Who should be in control and why there is a need for "classes," the struggle between aristocracy and democracy. The old minority, (aristocracy) defending its actual predominance, and a new and ambitious minority (democracy), intent upon the conquest of power, either to fuse with the former or to dethrone or replace it. Theorists who support the class system are The Marxist doctrine in which discusses the "political class". In this doctrine the state is identified with the ruling class. The theory of the Capitalist society also supports the division of classes. The capitalist system has the need of the state as an organization of the ruling class. Its purpose is to maintain the capitalist system of production in its own interest and in order to effect the continued exploration of the proletariant.
Society can not exist without a dominant or political class and that the ruling calls, while its elements are subject to frequent partial renewal , nevertheless constitutes the only factor of sufficiently durable efficacy in the history if human development.

Rosabeth Moss Kanter "Power failure in management Circuits"
Moss Kanter discusses Power. People who have it deny it; people who want it do not want to appear to hunger for it; and people who engage in its machinations do so secretly. Power comes from two kinds of capacities. First, access to resources, information, and support necessary to carry out a task. Second, the ability to get cooperation in doing what is necessary.

Pfeffer
Pfeffer begins by discussing the difference between power and authority. According to Pfeffer, power is a structural phenomenon based on the division of labor within an organization. Authority, on the other hand, is legitimated power. Authority occurs when power becomes socially accepted over time. Pfeffer goes on to discuss four different types of organization decision making models; rational, bureaucratic, organized anarchy, and political power. Each model is compared to the other both in text and a chart following the text.

French and Raven
French and Raven focus their work on distinguishing five types of power: referent power, expert power, reward power, coercive power, and legitimate power. Time is spent on the range of power and how it relates to each of the types of power. In addition, French and Raven examine power relations between what they refer to as O and P. The authors discuss the definition of system and the concept of potentiality and how they relate to stability of power over time.

Henry Mintzberg "The Power Game and the Players"
In his 1983 book, "Power in and around organizations" Mintzberg discusses a theory of

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organization that describes the power structure as a game of players called influencers. These influencers are people who have a desire to see change and are willing to have their voice be heard instead of leaving the organization. They fall into two groups: internal coalition and external coalition. Mintzberg's influencers have personal needs and attempt to use their resources to have an impact on organizational decisions and activity. Mintzberg's chief metaphor is therefore that of a political game, where some claim "game over" and exit, others give in and let someone else win (loyal to the status quo), or the influencers engage in an attempt to win the game for themselves (to affect decision making).

Underlying Assumptions: Interests, coalitions, loyalties, influence, temporary resolutions, fears, alignment between actions and goals, rules are in place
1) Organizations are coalitions of diverse individuals and interest groups.
2) There are enduring differences among coalition members in values, beliefs, information, interests, and perceptions of reality; they construct competing strategic representations of the situation.
3) Most important decisions involve allocating scarce resources – decisions about who gets what. The process involves setting boundaries.
4) Scarce resources and enduring value differences make conflict central to organizational dynamics and underline power as the most important asset.
5) Goals and decisions emerge from bargaining, negotiations, and jockeying for position among competing stakeholders.

Key Questions
1) What is the most visible competition for resources? Who are the visible advocates? What are the networks of loyal allies that could be a resource or connections to a resource?
2) What expressed interests are evident and what are the issues? What are the partisans? What coalitions have existed over time?
3) How do the advocates for distribution of resources relate to the non-distributors? What issues trigger their engagement? What strategic representation does each make?
4) In what ways are the values of equity, security, liberty and efficiency contested?
5) How was the mist recent issue temporarily resolved? To what degree were partisans willing to compromise, as opposed to dominating?
6) In what ways do interests in the larger social contest influence decisions and operations in the school?
7) How is power distributed and used? How are the formal officers aligned with coalitions within the school? How do external agendas engage?
8) How are power sources used?
9) What value conflicts/issues define the long-term agenda of the school?
10) In what ways do unit leaders engage in bargaining and negotiating their interests?
11) Does an explicit governance and appeals process exist in the school? What is the process by which people engage?
12) To what degree are issues avoided, dominated, accommodated, compromised or collaborated on in the school?

13) To what degree do administrators model negotiating behavior?
14) What are the dominant and subordinate attitudes of groups towards political processes?
15) In what ways, if any, does management lend power to subordinates? What democratic decision making processes are in place?
16) In the most recent issue at hand, where did the power lie?
17) What role does rationality vs the polis play in decision making?
18) Who are the influencers (people with a voice) in the organization, what are their needs, and what roles do they play? What resources do influencers have, what advantages do their resources provide and how are they exercising their power?
19) How is management perceived by subordinates? What is the recipient's sentiment toward the person using power to influence them and what resistance do they have toward the mode of power used to influence them?

Figure 5: **The Cultural / Symbolic Frame**

KEY WRITERS	ASSUMPTIONS	CRITICAL QUESTIONS	KEY CONCEPTS	METAPHORS
Schein, Edgar	Culture somehow implies that rituals, climate, values, and behaviors bind together into a coherent whole. This patterning or integration is the essence of what we mean by "culture."	Can a large organization have one culture? What are the behavioral regularities observed when people interact? What are the group norms? What is the climate? Who are the leaders? (the ones that create and change culture) What is the structure?	Culture is: Observed behavioral regularities when people interact There is a difference between group and individual philosophies The climate in which the group interacts Organized into mental models of organizational patterns.	Culture is the personality of society
Cook, Scott, D.N. & Yanow, Dvora	The organization must be able to adapt/learn to its environment for flexibility	Can the organization learn? Can the organizational adapt to its surroundings? What is the nature of learning when it is done by the organization? What are the common practice of the group	The organization can learn There exists observable changes in organization that effect culture Culture is a sense of acquiring knowledge	Culture is learning
Trice, Harrison M. & Beyer, Janice	Cultures are dynamic entities; they naturally rise to all kinds of incremental changes	What are the old ideologies and customs that the organization would like to change? What will the new	The pervasiveness of an envisioned culture change is the proportion of the activities of an	Culture is an evolving being.

		ideologies and customs look like?	organization that will be effective by it.	
Martin, Joanne	Functionalist studies of culture offer the promise to the delight of many managers that are strong culture. Generating consensus	Can a functionalist be trusted? Is culture just another word for organization? What is not culture	Culture emphasizes subjective interpretations	Culture is a matter individual perspective
Shafritz, Ott, Jang	Organizations adjust to changes in their environment if they are to survive.	Do organizations meet all the needs of their surroundings? Do organizations change as their environments change? What will happen to an organizations if it is not cognizant of its cultural expectations	Organizations are open systems that are dependent on the environment around them	Organizations is given its pulse through its culture
Katz, Kahn	Organization must continually adapt to changing environmental factors through data	Will managerial decisions effect the environment of the culture?	Systems theories of organization have two major conceptual themes: there is a need to use quantitative tools and techniques to understand complex relationships? Interpret the quantitative data to understand the organizational relationships and its	Data are the tools that are keys to understanding the changes in the culture

			environmental variables for optimal decision making.	
Bolman and Deal	The group functions well and no changes have to be made.	What was expressed by the symbols? What was legitimized by the symbols in the culture? What was attracted by the symbols in the culture? What are the myths/stories perpetuated in the culture? What are some of the ceremonies in the culture? What are some of the metaphors used in the culture.	People need something to believe in; vision and inspiration are critical to the survival of a culture. It is not what happens that is important, it is how that occurrence is interpreted by the culture that is significant.	A culture is the personality of an organization.
William Ouchi	Each Z Type company has its own distinctiveness	1.Why do particular organizations not always work?	Learning by doing	CLAN: People involved in economic activity tied together through a variety of bonds
	Z companies strongly resemble Japanese firms	2.Why might change be difficult?	Task characteristics	
	Type Z Companies tend to have long-term employment, often for a lifetime	3.Why are companies often sexist or racist?	"Wandering around"	
	Slow process of evaluation and promotion	4. Why would some structures be difficult for U.S. companies?	"Good fit"	
	Explicit performance		Participatory decision	

	interviews are commonplace		making	
	Crossing functions produces more company specific skills that help coordinate steps		Kinship network	
	Modern paraphernalia and accounting systems		Communal economic ties	
	Formal planning			
	Management by objectives			
	Explicit/implicit exist in balance			
	Democratic			
	Z Organizations succeed only under social conditions that support lifetime employment			
	Organizations are social			

Glossary:

Organizations of Open Systems - organizations are systems of interdependent activities embedded in and dependent on wider environment

A system – Is any organized collection of parts united by prescribed interactions and designed for the accomplishment of specific goals or general purposes

Systems theorist – management sciences or administration sciences

Organizational Culture: is the culture that it exist in an organization, something akin to a societal culture.

Groups norms: Implicit standards and values, in working groups.

Formal Philosophy: The broad policies and ideological principal that guides groups.

Climate: Physical lay out in the way members of the organization interact with each other.

Linguistic paradigm: the share cognitive frames that guide the perception, thought and languages used by members of the groups.

Socialization: Is a good way some elements of cultures by studying those groups

RATIONALE FOR SELECTION OF FRAME

The cultural/symbolic frame was chosen as a lens through which to examine NE and CPESS schools because this particular frame lends itself to the way schools often operate. That is, rituals to confirm values and the creation of opportunities for bonding, as well as the development of symbols and shared values are more often than not related to a school organization.

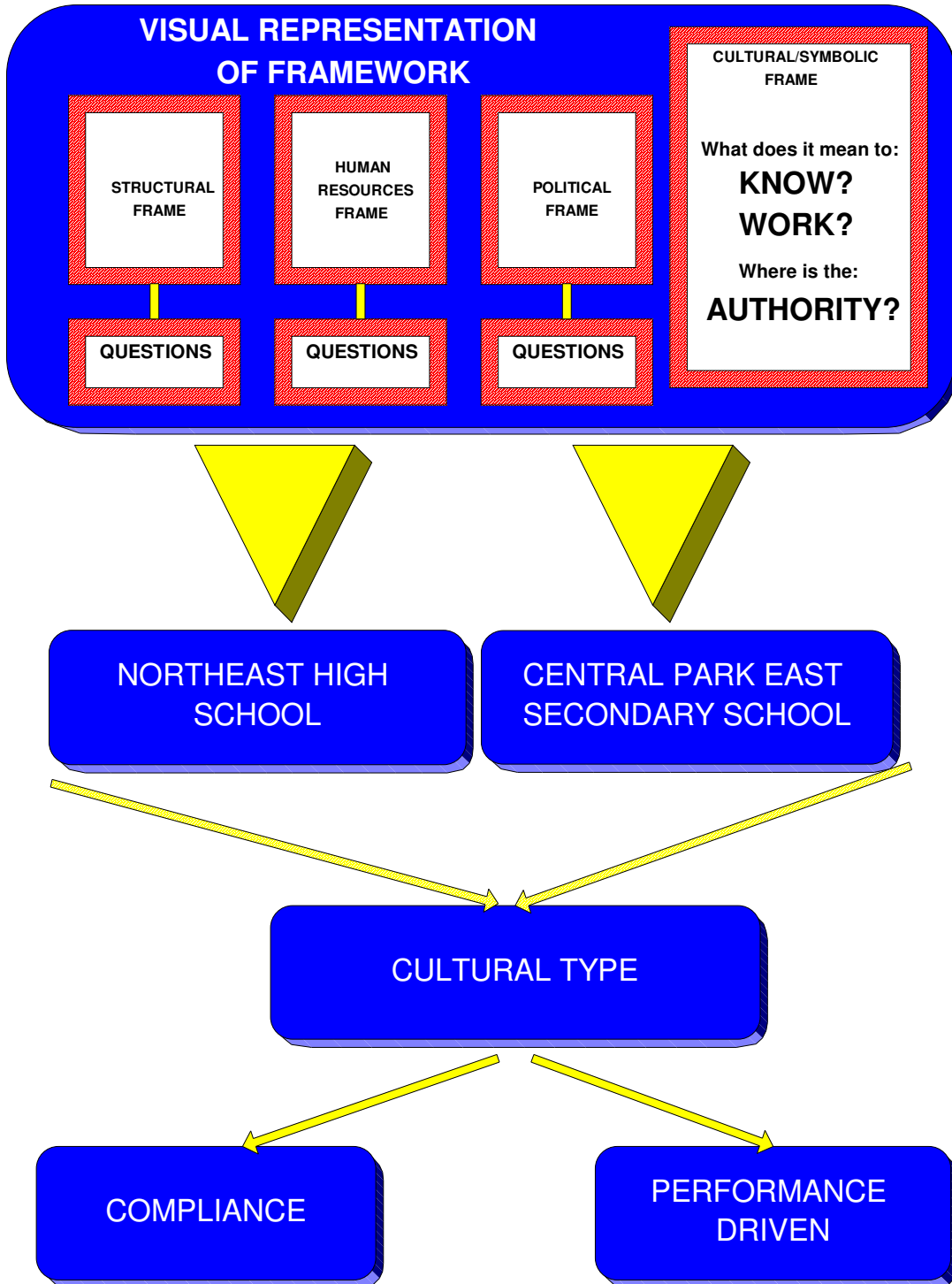Key Questions within this frame include:

- In the predominant view, what does it mean to know and to work in this school? What patterns of work are evident?

- How is the use of authority rationalized in this school? What reason do people give as to why some people exercise authority over others? How do external experts relate to this school?

- What recent decisions have been made and what values predominated? What was the nature of the discourse? Who participated? Whose interest prevailed and at what cost to others? Did some benefit, while others lost?

- How are issues of diversity, gender and other differences explained in this school? What values are attached to these differences?

- What is the prevailing image, mental model, map or vision of the school? How was this image/vision and any competing versions made known? What is the origin of these views? What stories are told about their emergence?

- What evidence is there of organizational learning, of reflection on daily practice? Who learns and what do they learn? What value is placed on inquiry and curiosity? How do you know?

- To what degree is this culture integrated, differentiated, and/or fragmented? Are there evident sub-cultures? What is the relationship among them?

- What is the nature of the relationship between beliefs within the school and societal values external to the school? What distinctions are made?

- What versions of equity, liberty, efficiency and security are publicly advocated and what other values are acknowledged?

Key terms include:

- Authority- The right to give orders and the power to exact obedience.

- Division of Labor- Each person has a specialized job. Choice is not an option.

- Organization- A social unit with some particular purposes.

- Hawthorne Effect- The effect (usually positive or beneficial) of being under study, upon the persons being studied; their knowledge of the study often influences their behavior

- Soldiering- Variations in individual work production.

- Theory- A proposition or set of propositions that seeks to explain or predict something.

- Unity of Direction- One head and one plan for the group. All have the same objectives.

Figure 6

VISUAL REPRESENTATION
OF FRAMEWORK

CULTURAL/SYMBOLIC
FRAME

What does it mean to:
KNOW?
WORK?
Where is the:
AUTHORITY?

STRUCTURAL FRAME

HUMAN RESOURCES FRAME

POLITICAL FRAME

QUESTIONS

QUESTIONS

QUESTIONS

NORTHEAST HIGH SCHOOL

CENTRAL PARK EAST SECONDARY SCHOOL

CULTURAL TYPE

COMPLIANCE

PERFORMANCE DRIVEN

Chapter III: Methods of the Study

The study conducted is a comparative analysis of Central Park East Secondary School and The Northeast High School using Bolman and Deal's Frames. While Bolman and Deal argue you need to use all four frames in order to look at the structure of organizations, the researchers concentrated on the Cultural / Symbolic Frame for primary analysis. Qualitative research was appropriate for this study because it allowed for a focused, critical examination of similarities and differences of the cultures of two secondary schools. The data presented in the two films provided a wide-range of direct quotes and critical incidents.

What we will do, in relation to the performance gap, is look at to what extent the design of the school accounts for the difference. The performance gap will be analyzed from three perspectives: Is it caused by the kids? Is it caused by a lack of motivation and hard work by the teachers? Or, is it neither the kids nor the teachers, rather the design of the school? Data will be recorded from two video documentaries, filmed by the same producer/director, Fred Wiseman. Each member of the six person research team recorded notes during the viewing. These notes were compiled and artifacts were recorded and "binned" (Table 1). Some artifacts were exclusive to the Central Park East Secondary School as this school was looked at first and then compared to the Northeast High School.

Table 1

Naming of Bins	North East High School	CPESS

Critical incidences will then be examined in response to key questions (table 2).

Table 2:

Key Question	North East High School	Central Park East Secondary School
1. In the predominant view, what does it mean to know and to work in this school? What patterns of work are evident? What is the core technology?		
2. How is the use of authority rationalized in this school? What reason do people give as to why some people exercise authority over others? How do external experts relate to this school?		
3. What recent decisions have been made and what values predominated? What was the nature of the discourse? Who participated? Whose interest prevailed and at what cost to others? Did some benefit, while others lost?		
4. How are issues of diversity, gender, and other differences explained in this school? What values are attached to these differences?		
5. What is the prevailing image, mental model, map, or vision of the school? How was this image/vision and any competing versions made known? What is the origin of these views? What stories are told about their emergence?		

The design at each site was fundamentally different. Northeast High School embodied a Taylor-like system where knowledgeable supervisors are created who know what the "one best way" is. The Taylor model separates mental (supervisors) and physical (workers) work, or in this case, the knowledge is presented by the teacher to the student, while students are expected to sit and listen. Central Park East Secondary School is the antithesis of the Taylor Model. Students are expected to create knowledge through experiential learning. Peter Senge stresses the need for interrelationships, patterns of change, and feedback, all facets seen in the CPESS.

<u>Question</u>: How can one compare basic beliefs and practices of school designs to determine the likelihood that all students will perform at the highest level?

<u>Research Questions</u>:
1. How does the use of the cultural/symbolic frames help one understand school design?

2. Does the cultural/symbolic frame provide useful distinctions in school design?

3. How powerful is the cultural/symbolic frame for gaining an understanding of school design?

<u>**Chapter IV: Presentation of the Data**</u>

The artifacts from the two comparison schools (Table 3) demonstrate a dichotomy between

their cultures. The key questions (Table 4) further perpetuate the bifurcation of the data compiled in

the study.

Table 3: Artifacts

Naming of Bins	North East High School	CPESS
Hallway environment	The hallways are bland and the monitor asked to see passes for students to be in the hallway " What are you doing here, go to lunch….got a pass? Let's get on the ball. Lunch means lunch….."	1. Students entered painted doors 2. Hallway scene --- Art work posted on the walls
Respect for authority	Student meeting with AP --- When you are being addressed by an adult… the AP is addressing a discipline referral… the student is refusing to take the detention. How do we follow the rules? The teacher felt you were out of order.	It is a high school that works best when you want to be there… "Do you think this is a white school? Do you think that it would be different if blacks ran it? The student said that he thinks about it all the time --- How do you think it would be different?" "I would give him more respect," the student responded
Teacher / student relations	Teaching staff was all white… teachers were dealt with formally, "Mr. …"	Diverse teaching staff / called by their first names
Teaching Pedagogy	Spanish teacher talking to the class: existentialism and John Paul Sarte	Teacher sitting one on one with a student. He asks the student to explain as if it were to the "committee". The student explains a map --- teacher asks about the order Germany attacks and the progression.
Dealing with behavior	Did you talk back to the teacher? Mother? Is this what you call messing around? Admin tells the kid that she shouldn't do the wrong thing because other kids are doing wrong too…step out of the circle and into the straight line. Mom says that she is determined, and strong minded….but she should use it for good…..we value respect to adults…I	Young boy sitting with an administrator --- student shouted that he was going to get beat up after school. He then said he was playing around. Kidding, jokes, playing around sound like fun the administrator says to the boy. Administrator says he doesn't understand and it

	was raised that way, as was her father… Reprimanding student for punching another student in the mouth….don't give me the sir business….you hit him…he's wearing glasses too…you are suspended	changes everything. Ever read the rules on violence. These appear to be middle school students. Jokes about violence lead to fights.
Scheduling	Traditional period by period classes	Double Periods some days
Instruction	Traditional, teacher directed lessons with little to no student involvement	**Five habits of mind…** whose perspective… what is your evidence… how is it connected to other things… what if things were different… who cares… --- if you can do these things, you can graduate. English class --- the students are working on writing… one student got frustrated and threw out his work… the teacher refers to it as an "abandoned work"… the teacher conferred individually with each student Conversation among teachers about the exit portfolio… AP Exams
Teacher/Parent Conference	Teacher / Parent Meeting: "a teacher wrote fabulous" on the paper… flunking all year. Cannot base the grade on one teacher's remarks on one paper…. Can only judge based on performance --- If you want your <u>daughter</u>…. Cannot impose preconceived values… deal with her as a sympathetic father who is aware of her limitations	Teacher/parent conference. Kid: "How am I doing?" Discussion about this. Why did student wait until a week before end of term to ask? Father: "I'm not sure that Franz has decided that Franz wants to do well." (my comment: Talking about student like he's not there). What do you think about that? Father asks student. Father: We need to go back to: what do you want?
Understanding Responsiblity	Bob Walter story – was average or sub-average….. wrote a letter from a ship…going off to Demilitarized	Group of five students sitting in a group of desks in a classroom… (((Where is the

	zone….student is going to leave insurance money to school if he doesn't make it….he wants to be a big brother in Vietnam…doesn't know how…he writes a letter thanking them for their help. Film study class --- One student in class said --- The school is sheltered and clustered away from everything else in the world… Another student mentioned that you must conform to certain ideas (black student)… very small number of students in the class… about 7	supervision))) ---- the one boy brings up being a father… he says he is happy … he talks about what he looked like when he was born… "an alien"… my whole life has changed… every thing changes…
Literature	The teacher was reading poetry and interpreting the lyrics of Simon and Garfunkel	Student is reading Odyssey by Homer and there was a New York Times on the table
Approach to dealing with racism / political unrest	There was going to be a meeting after school (3:30) for anyone interested in talking about the MLK shooting Health Class….mother is dominant in the animal world….they don't put women in the bible…Moses is the big shot and some other people I'm not to acquainted with…women are in merely by accident….not in the modern Jewish family, you know it….matriarchal home, mother calls the shots…..	Student Group meeting in the library for the purpose of getting a positive was of dealing with things… Rodney King situation was unjust… the law protects the police officers…Rodney King was not defending himself… want to let people know they do not agree with this "We are not going to kick the shit out of people….we are going to let people know that Rodney King did not get a fair trial."
Authority	Police office in the hallway of the school…..	Police officer present in the front of the school building
Post-secondary school plans	College discussion…..with parents and guidance counselor? Base where you want to go on what you can pay….plan if the financial aid doesn't come through…a list of schools that would be a place to apply if your dreams don't come true.	The student was meeting with parent and counselor talking about college. They are talking about the INTERNSHIP… The discussion ensued about staying home versus going away to school… The discussion was lengthy and detailed… "How do you feel about his

		interest in criminal justice"… "I don't like it, but it is his decision and I will respect it"
Work Ethic	Teachers in faculty room discussing student apathy and lack of Protestant work ethic	"I can't do it" was said by a student and the teacher's response was "You can't do it yet"
Sex Education	More premarital sex, the higher chance of divorce…. Virginity is a state of mind…."the cherry" I couldn't get my finger past it….I am a gynecologist and I get paid for this….if you don't have protection, don't have sex. It takes a girl longer to become aroused….it is the nature of the beast….girls get a video about the male and female systems….gonorrhea ….	Woman talking to a group about condoms with a fake penis… lubricated vs. non-lubricated condoms… expiration date… donated to the BOE… it appears to be a conversation with adults
Assemblies	Kid practicing marching….color guard… … kids are in halls…going to assembly….band, guys as cheerleaders, ?	Half hour assembly… Haslet High school choir in Michigan… one of the teachers was part of the chorus…"You Stole My Love"
The Message	Bob Walter story – was average or sub-average…..student wrote a letter from a ship…going off to Demilitarized zone….student is going to leave insurance money to school if he doesn't make it….he wants to be a big brother in Vietnam……he writes a letter thanking them for their help.	Principal on why they organize the school the way they do….we organize the school on the basis of what I do as a kindergarten teacher. Images in mind, Oxford and Cambridge. The years in between worry me. Ted Sizer. Discussion about a powerful democracy. "We have tried to design a school that will encourage that kind of habit of mind." Students next to principal are not paying attention. How to turn kids on to the possible idea of power in their lives.

Table 4:

Key Question	North East High School	Central Park East Secondary School
1. In the predominant view, what does it mean to know and to work in this school? What patterns of work are evident? What is the core technology?	Students are expected to absorb information given to them by the teachers	Students are expected to engage in the learning process and complete a portfolio demonstrating both knowledge and understanding
2. How is the use of authority rationalized in this school? What reason do people give as to why some people exercise authority over others? How do external experts relate to this school?	Authority is absolute control where a top-down leadership style is evident. Authority is exercised to maintain control.	Authority is a shared process based on a common understanding of expectations on the part of the student and the faculty.
3. What recent decisions have been made and what values predominated? What was the nature of the discourse? Who participated? Whose interest prevailed and at what cost to others? Did some benefit, while others lost?	Order, security, honesty, and conformity are valued. The discourse was one-sided where the principal's interest prevailed.	Open dialog between students, teachers, parents, and administrators was valued. Student interests always prevailed.
4. How are issues of diversity, gender, and other differences explained in this school? What values are attached to these differences?	The school is predominantly white. Racial issues are ignored as well as all issues related to differences.	Diversity is embraced and the curriculum revolves around cultural differences. The importance of equity and choices are stressed.
5. What is the prevailing image, mental model, map, or vision of the school? How was this image/vision and any competing versions made known? What is the origin of these views? What stories are told about their emergence?	The school lacks a vision and therefore is conservative and follows standard operating procedures.	The vision is to have all students graduate, and go on to four year colleges. To that end, students are given an advisor to address all needs; social, emotional, and academic.
6. What evidence is there of organizational learning, of reflection on daily practice? Who learns and what do they learn? What value is placed on inquiry and curiosity? How do you know?	There is no evidence of organizational learning or reflection. It is inculcation. There is no value placed on inquiry and curiosity. All lessons are teacher directed with no questioning or cooperative learning	Teachers plan and meet together regularly. Reflection is the means for instructional design. Students and faculty learning through problem solving and discussions. The portfolio project for all seniors is inquiry based.
7. To what degree is the culture integrated, differentiated, and/or fragmented? Are there evident sub-cultures? What is the relationship among them?	There is no integrated culture. There were underpinnings of a sub-culture with some faculty and students. They were clandestine and non-distinct so as to maintain self-preservation (e.g. African American student and student with sun-glasses speaking out against the school in a teacher provided forum)	The culture is integrated and differentiated as evidenced by faculty and student body as well as the artwork present in the building and integrated curriculum projects
8. What is the nature of the relationship between beliefs within the school and societal values external to the school? What distinctions are made?	The Northeast High School and society at the time mirrored each other. It was a male dominated society that stressed conformity and obedience. Small pockets of civil disobedience were noted (e.g. film study class and Simon and Garfunkel Discussion) in the school.	The problems of society at the time were embraced in the culture of the school and dealt with, not ignored. The culture of the school was shaped by society and its inherent issues

Chapter V: Conclusion

After viewing the two school designs through the lens of the Cultural/Symbolic Framework, the researcher is able to draw conclusions about the power of the selected frame. While the frame's questions were useful for organizing the critical incidents, the bins work best for processing the data from organizations whose management and supervision functions as a public process. Both films included incidents of interaction among students, teachers, and administrators, but the film on North East High School lacked critical incidents that revealed the nature of the management and supervision because the culture of North East High School was such that management and supervision decisions happen behind closed doors. Although there was an inequity in the amount of data in the bins, the inequity allowed the researcher to analyze the differences in the public and private cultures of both schools.

The Cultural/Symbolic Frame provided many significant comparisons, but perhaps the best design for the research of organizations would be an integration of multiple frameworks. North East High School would reveal the most data if it were analyzed through a Structural/Rational Framework because the administration of NEHS functioned in a culture similar to the Taylor Model of organization.

According to the research, the best chance for success and the best design is the "performance-driven" model. The two articles *Decoding the DNA of the Toyota Production System* and the *Anatomy of School System Improvement: Driven Practices in Urban School Districts* strongly reflect many of the practices at the Central Park East. Students are constantly being asked questions in a Socratic fashion to insure learning implicitly. Teachers ask students questions like: What do you want? What are your goals?

Students conduct self reflection on an individual basis with teachers.   This design is much more likely to remove any performance gap because it employs many of the methods that the Toyota organization in their Scientific Method. Student data is constantly being analyzed and improvements are recommended. Ownership for effective instruction and remediation is at every level. Student success was evident in the fact that 60% of the students went to four year private colleges. The administration continued to analyze whether or not the colleges were inline with their philosophy and whether or not their students were successful after they left high school.

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